

**STUDENT TEACHERS' PERCEPTION TOWARD MENTORS'
FEEDBACK DURING TEACHING PRACTICUM**

THESIS

**Submitted in Partial Fulfillment
of the Requirements for the Degree of
“Sarjana Pendidikan”**



CahyaningRomadhoni

112013075

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

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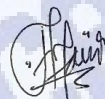
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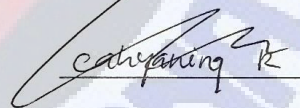
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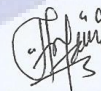
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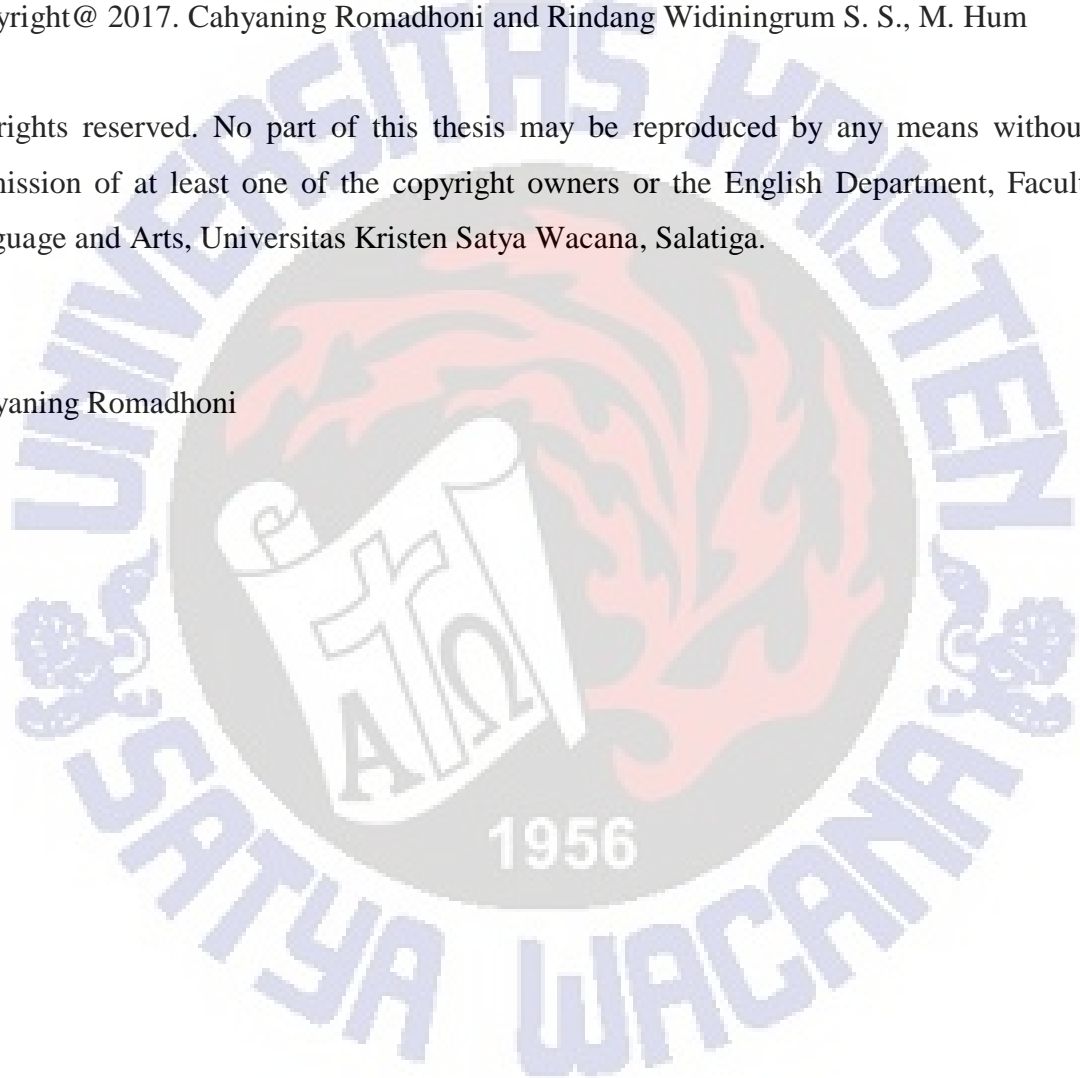


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STUDENT TEACHERS' PERCEPTION TOWARD MENTORS' FEEDBACK DURING TEACHING PRACTICUM

Cahyaning Romadhoni

ABSTRACT

Mentor teachers' feedback is one of important keys for student teachers to help them to develop their performance and competency skills in teaching. This study aims to find out what is the student teachers' perception toward their mentor teachers' feedback during teaching practicum and which types of feedback that the student teachers prefer to get from their mentor teachers. Both quantitative and qualitative research methodologies were used in the study. The questionnaire was administered to 60 research participants who are the student teachers in Faculty of Language and Arts, UKSW, Salatiga, especially those who had done their teaching practicum to answer the questions which are raised by the researcher of this study: 1) What is student teachers' perception toward mentor teachers' feedback during their teaching practicum? 2) Which types of feedback that the student teachers prefer to get from their mentor teachers? The findings revealed that student teachers perceived the feedback that they got during teaching practicum practices positively. Furthermore, the student teachers' perception showed that both types of feedback are important to them. The study offered some pedagogical implications and recommendations with regard to feedback during the teaching practicum.

Keyword: *teaching practicum, feedback, student teachers' perception, mentor teacher.*

INTRODUCTION

In English Language Education Program (ELEP), teaching practicum is one of important subjects because it gives a chance for student teachers to experience teaching in real classroom situation. According to Farell (2007 as cited in Agudo, 2016), “teaching practicum is essential for student teachers’ professional preparation”. In other words, student teachers could prepare themselves as a professional teacher through teaching practicum. A research conducted by Ali and Al-Adawi (2013) revealed that there are five main factors that influenced student teachers to improve their skill and competency in teaching practicum, and one of those important factors is mentor teacher’s feedback. In the previous studies, many researchers found that “mentors’ feedback can contribute to improve student teachers’ professional teaching competency in terms of self-awareness” (Ximena & Méndez, 2008; Pekkanli, 2011; Hudson, 2013 as cited in Agudo, 2016).

Ali and Al-Adawi’s (2013) study also revealed that mentor teacher’s feedback might influence student teachers’ teaching performance, but unfortunately some student teachers felt dissatisfied toward their mentors’ feedback. The findings of their study showed that mentor teacher’s feedback could be a crucial problem when student teachers did not get the effectiveness or the benefits of mentor’s feedback. In fact, many student teachers may feel that sometimes their mentor teachers’ feedback is not clear and confusing. Park, Takahashi, and White (2014) supported this fact by stating that “feedback tends to be infrequent, uncoordinated, vague, or not actionable”. In previous study of Ali and Al-Adawi found that almost all student teachers depend on mentor teachers’ feedback to improve their teaching skills. However, many student teachers feel dissatisfy with the feedback that they receive. Similarly, some UKSW ELEP student teachers who have experiences while doing teaching practicum show that sometimes mentors’ feedback is not effective enough. Besides, some student teachers have experiences that they feel less-confidence when they got negative feedback from mentor teachers. In addition, during teaching practicum some student teachers

did not get feedback from mentor teacher. They were only asked to teach the students without guided by the mentor teacher. Thus, it made student teachers feel unsupported by their mentor teachers.

Since teaching practicum is important component to improve the student teachers' teaching competency, mentor teachers have responsibilities to guide and provide feedback during teaching practicum (Johnson, 2015). It is also supported in the study of Mai and Baldauf (2010) showed that mentor teachers' feedback is important to improve student teachers' teaching competency. Thus, they suggest mentor teachers need to give more effective of their feedback toward student teachers' performance. Moreover, it is also expected that student teachers may obtain the benefits of effective mentors' feedback during teaching practicum. However, teaching practicum became crucial issue when some of cases showed that many student teachers did not get benefits from their mentor teachers' feedback. Therefore, I am interested to know about UKSW ELEP student teachers' perception toward their mentor teachers' feedback during their teaching practicum. This study aims to know the student teachers' perception toward mentor teachers' feedback during their practicum and which type of feedback that student teachers prefer to get from mentor teacher. This research might help the students of ELEP of UKSW to realize the importance of mentors' feedback during teaching practicum and to help mentor teachers provide effective feedback for student teachers during their teaching practicum.

Research Questions:

1. What is student teachers' perception toward their mentor teachers' feedback?
2. Based on the student teachers' perception which type of feedback that they prefer to get from their mentor teachers?

LITERATURE REVIEW

Teaching Practicum

Teaching practicum is a compulsory subject for the students of ELEP who have passed the pre-requisite teaching courses. The teaching practicum of ELEP of FLA takes place in the sixth semester and lasts for three months. Prior to the teaching practicum, students must take micro teaching class to experience the real mini class setting with their friends acting as students. During the teaching practicum, students are placed and sent to teach in groups in public or private schools in and around Salatiga, Central Java. According to Bashir et al. (2014), “practice teaching is defined as teaching by a student under the supervision of an experienced teacher” (p. 89). In short, students who take teaching practicum are still guided by the supervisors or commonly called as mentor teachers. Later, the students will be called as student teachers during teaching practicum.

According to teaching practicum handbook (2016), teaching practicum has a goal to prepare well-trained teachers through teaching experiences. In my perspective, teaching practicum is an important program that has to be taken by the students to implement their skill and knowledge in the real classroom environment. Endeley’s study (2014) showed the importance of teaching practicum as “a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education and develop competence as well” (p. 148). In short, teaching practice is a tool to help students improve their teaching skills by applying the theory that they have received.

Mentor Teacher

According to Kelly and Tannehill (2012), a mentor teacher is a teacher whose classes the student teachers teach during their teaching practicum and is a professional teacher who provides guidance and assists the student teachers to improve the quality of their teaching skills. Thus, mentor teachers take an important role to influence the development of student teachers as a teaching professional. Maphalala (2013) stated that for the mentor teachers to effectively assist the student teachers during their teaching practicum. In my study which is conducted in UKSW, mentor teachers have several main responsibilities that they have to do during the teaching practicum (teaching practicum handbook, 2016). Those main responsibilities are:

1. Mentoring the student teachers in their teaching experience.
2. Becoming a role model for the student teachers.
3. Allowing the student teachers to observe his/her teaching.
4. Deciding when a student teacher should start teaching in pairs and individually.
5. Assisting the student teachers in developing their lesson plans.
6. Attending and observing all teaching sessions of each student teacher.
7. Providing feedback for the student teachers' teaching session.
8. Discussing the assessment after the student teacher's performance.
9. Evaluating student teacher's teaching.

By knowing the mentor teacher's responsibilities, it might help the mentor teacher to provide effective guidance for the student teachers.

Feedback

In this review, Hattie and Tipereley (2007) defined feedback “as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p. 81). Related to teaching practicum, feedback is one of important components in teaching practicum. Ali and Al-Adawi’s (2013) study revealed that mentors’ feedback is considered as an important component in helping student teachers learn how to teach. In short, feedback could help the student teachers to know their strengths and weaknesses. Thus, the aim of feedback is to contribute improvement to student teachers’ learning and achievement. In other words, feedback is a tool that involves information of student teachers’ performance which aims to improve student teachers’ teaching skill.

Although the importance of feedback to improve student teachers’ teaching cannot be denied, there is still a dispute about the kind of feedback which is considered to be effective for the student teachers and the ones which are not. Some argued that sometimes feedback is unclear or unhelpful (Spiller, 2009). However, Ali and Al-Adawi (2013) found that “practicum feedback should allow dialogue between students and their mentors and promote their thinking and reflection skills and consolidate their pedagogical skills”. In fact, having a dialogue between student teachers and their mentor teacher after student teachers’ teaching is important. The student teachers and their mentor teacher could discuss and evaluate the student teachers’ teaching performance. Thus, by being given a clear feedback, student teachers could self-reflect their teaching performance and could understand their strengths and weaknesses.

Cohen (1909, as cited in Pratiwi, 2013) proposes two forms of feedback:

- 1) Oral feedback.

Oral feedback is known as ‘personal consultation’ between teacher and student. For doing oral feedback, a mentor teacher and a student teacher should sit together and have an evaluation of the student teacher’s teaching performance. The mentor teacher and the student teacher would have a dialogue about the student teachers’ teaching performance. That is why it is called a ‘personal consultation’ because not only the mentor teacher that should give comments but the student teachers also could give their opinion toward their feedback. The problem of doing oral feedback is that sometimes the mentor teacher did not give the feedback directly. The student teachers would get difficulty to reflect their teaching performance, if the mentor teachers did not give the feedback directly.

2) Written feedback

Written feedback commonly involves written comments, corrections, or marks in students’ written work draft. Differently with oral feedback, written feedback could not support any discussion between the student teachers and mentor teacher. It is also only from mentor teachers’ comment, thus the student teachers could not show their opinion toward their feedback. However, written feedback could be checked anytime when the student teachers forget the feedback. If the mentor teachers only provide written feedback, the feedback should contain specific comments which involve the weaknesses and the strength of the student teachers, and suggestion how to improve their performance.

According to White (2007), “Both spoken and written feedback need to be given, and that each should cover positives and negatives” because by telling positives and negatives during their teaching performance, it will help student teachers to keep the positive things that they have done in class and could avoid the negatives. Then, positives mean the strengths of the student teachers while negatives mean the weaknesses or students’ mistakes while

performing their teaching practice. Additionally, having discussion after student teachers' teaching performance could create a good relationship between student teachers and their mentor teacher. Furthermore, Dargusch and Davis (2015) who argued that "the relationship between lecturers and students strongly influences students' perceptions of the feedback they receive". By having good relationship with mentor teachers, the student teachers also will have positive perception toward the feedback that they receive.

Perception

According to Pickens (2005), perception is related to attitude. Perception can be defined when someone interprets "the stimuli into something meaningful to him or her based on prior experiences" (Pickens, 2005). In short, perception is how human react toward their previous experience. However, every individual has different reaction toward their experience. For example, if after receiving the feedback the student teachers get benefits from the feedback, their perception toward feedback will be positive. On the contrary, if the student teachers did not get any benefits after receiving the feedback, the student teachers would think that the feedback is not helpful. From this example, it can be concluded that the student teachers' experiences toward their mentor teachers' feedback will influence their perception toward their feedback. There are some factors that influence students' perception such as their motivation, expectation, and previous experience. In short, positive or negative perception will influence the students' attitude, motivation and behavior. Depdikbud (1987 as cited in Pratiwi, 2013) divides factors that affect someone's perception into two:

- 1) Internal factors that come from the students themselves, such as thought, feeling, willingness, sex, needs, and motivation.

- 2) External factors that come from outside of students, such as educational background, experience, environment, culture, and belief.

When students' perception is positive, the mentor teacher's feedback that they receive will be effective but when the students' perception is negative, it will disturb the students' acceptance of feedback. It means that students' perception influences the successful of mentor teachers' feedback (Pratiwi, 2013). On the other way around, if mentor teachers can give effective feedback, the students' reaction will be positive. Thus, their perception will also be positive, but if the feedback is not effective enough or not as what the students expect, the students' reaction will be negative. Thus, many student teachers who do not receive effective feedback will think that feedback is not important. This study, therefore, concerns student teachers' perception toward their mentor teacher's feedback.

THE STUDY

Context of the study

This study was conducted in English Language Education Program (ELEP) of Faculty Language and Arts (FLA), Universitas Kristen Satya Wacana (UKSW). UKSW is a private college that is located on Jl. Diponegoro No.52-60, Salatiga. ELEP is one study program of FLA where the students are expected to be great English teachers and have developed their academic knowledge in the field of English language education. The reason I chose ELEP of FLA as the context of this study was because every student of ELEP who do teaching practicum will get feedback from their mentor teachers either in written or oral form.

Participant

The participants of this study were students of ELEP who had taken teaching practicum. There were 60 students (43 females and 17 males) as the participants of this study who had done their teaching practicum in 17 different schools. The participants ranged in age from 21 to 24 years and were in their final year of studying at ELEP of FLA UKSW Salatiga. The students took their teaching practicum in the first semester of academic year 2016/2017. They had already passed the pre-requisite courses such as, Introduction to Language Education, Language Assessment, Teaching Learning Strategy (TLS), Curriculum and Material Development, TEFL (Teaching English as Foreign Language), and Micro Teaching before taking teaching practicum. During teaching practicum, the student teachers were sent to public or private schools in and around Salatiga to practice teaching the students in the school, and they were guided by mentor teachers. The students were required to teach 4 to 5 times in pairs and 6 to 7 times individually. The mentor teachers had to give feedback and comments for every student teacher's teaching performance.

Data Collection Instrument

The data collection instrument of this study is a questionnaire which is adapted from Pekkanli's (2011), and Ali and Al-Adawi's (2013) studying. From Pekkanli's (2011) questionnaire, the researcher used its 10 open-ended questions, and from Ali and Al-Adawi's (2013) questionnaire, the researcher used its 4 close-ended questions. The researcher also used 1 open-ended question from Ali-Adawi's (2013) questionnaire which could answer the second research question about the type of feedback that student teachers prefer to get from their mentor teachers. Moreover, the researcher also modified some statements from Pekkanli's and Ali and Al-Adawi's questionnaire to make the statements easier to understand. The reason why the researcher adapted and combined the two questionnaires

from Ali and Al-Adawi, and Pekkanli is because the two studies were similar and could answer the researcher's research question about the student teachers' perception toward their mentor teachers' feedback. The adapted and combined questionnaire was divided into three parts, part one consist of close-ended questions in the form of 18 statements about diverse aspects of mentor's feedback. The close-ended questions used 5 Likert scales ranging from strongly disagree, disagree, unsure, agree, strongly agree. Part two consist of one open-ended question which was not originally included in the questionnaire used by Ali and Al-Adawi(2013). That open-ended question is: *Whattype of feedback do you prefer to get from your mentor teacher, written or oral or both? Give your reasons!* Then, part three asks for the general information of the participants, such as their NIM, Age, Sex, and TP Site. Through this way, the respondents were encouraged to make suggestions on how to improve the quality of the feedback and relationship with their school mentors.

Data Collection Procedure

To collect the data for this study the researcher did piloting before distributing the questionnaire to the participants. The piloting was done to check any potential problem that might appear, such as to find any question might be confusing or difficult to understand by the participants. The piloting involved approximately 10 students. The result of the piloting showed that the students were enthusiastic to fill the questionnaire. There was not any difficult or confusing word. Then, the questionnaire was distributed to the participants. The participants were asked to answer the two parts of questionnaire. First, for the close-ended questions, the participants were asked to express their degree of agreement with the statements using a Likert scale that ranged from strongly disagree to strongly agree. Then, for the open-ended question, the participants were asked to give their opinion toward the types of feedback that they prefer to get from their mentor teachers.

Data Analysis Procedure

The data gotten from the questionnaire were divided into two parts, close-ended and open-ended questionnaire data. First, the close-ended questions data were analyzed quantitatively by using Ms.Excel. Then, the data were transcribed and categorized into several themes according to the several types of student teachers' perception toward mentor teacher's feedback. The themes were types of feedback, the usefulness of feedback, detail of feedback, and constructive feedback. The close-ended data would answer the research question of student teachers' perception toward mentors' feedback. After inputting the data, the researcher counted the total and percentage of each statement using Ms. Excel. The result showed the highest score of students' perception toward mentor teacher's feedback. Then, the open-ended questionnaire data were analyzed qualitatively. This result would show which types of feedback (i.e., oral, written, or both) that the student teachers prefer to get and which one is more effective according to their perception. Then, the researcher analyzed the reasons of why they chose that type of feedback by categorizing and describing the reasons.

FINDINGS AND DISCUSSION

The aims of this study were to know what is the student teachers' perception toward their mentor teachers' feedback and based on their perception, which type of feedback that they prefer to get from their mentor teacher. The result of the study would be presented under the main table: Percentages of respondent selecting each alternative, three charts of each theme: 1) perception after receiving feedback; 2) perception on detail of feedback; 3) perception on supportive or constructive feedback, and type of feedback which student teacher prefer to get.

1. Student teachers' perception toward mentor teachers' feedback

The findings are discussed in relation to the research question written above. Statistical analysis of the quantitative data was conducted using Ms. Excel. The calculated percentages of participating student teachers' responses are reported in Table 1.

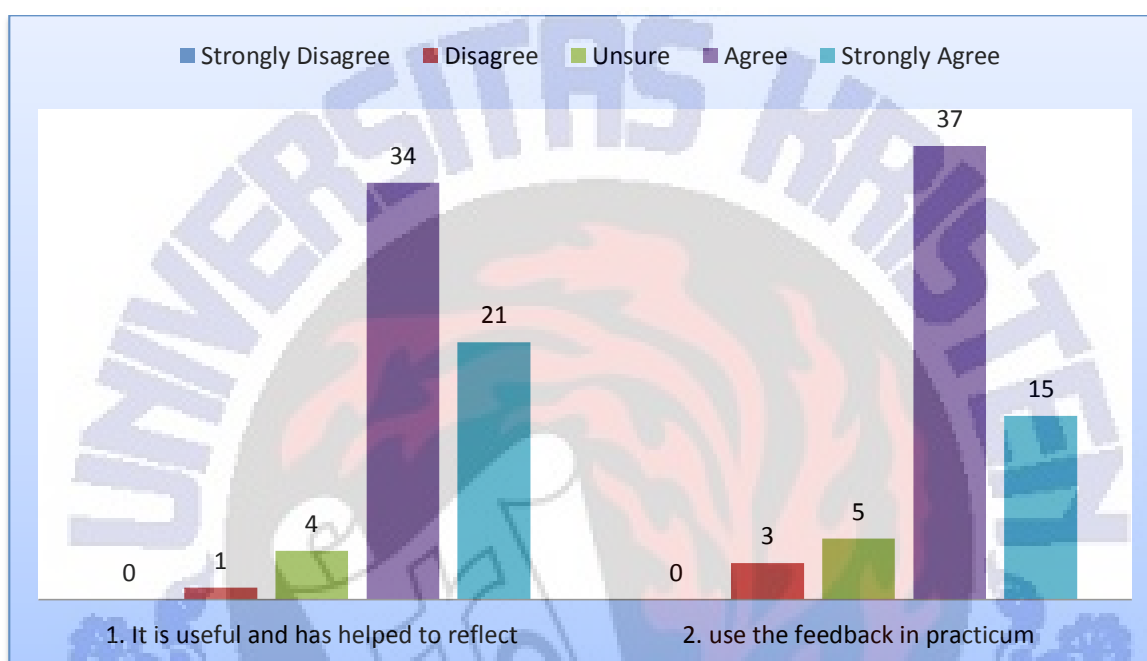
Table 1. Percentages of respondent selecting each statement of perceptions toward mentor teachers' feedback.

No	Statements	StronglyDisagree	Disagree	Unsure	Agree	StronglyAgree
1.	My mentor's feedback is useful and has helped me to reflect	0.00%	1.67%	6.67%	56.67%	35.00%
2.	I would use my mentor's feedback in my practicum	0.00%	5.00%	8.33%	61.67%	25.00%
3.	My mentor's feedback includes comments on teaching planning	1.67%	8.33%	8.33%	85.00%	30.00%
4.	My mentor's feedback comments on my teaching strategies	0.00%	5.00%	18.33%	53.33%	23.33%
5.	My mentor's feedback comments on class management	0.00%	3.33%	8.33%	51.67%	36.67%
6.	My mentor's feedback comments on my personal attributes	6.67%	13.33%	30.00%	40.00%	10.00%
7.	My mentor's feedback comments on my language proficiency	3.33%	10.00%	18.33%	50.00%	10.00%
8.	My mentor gives me general comments	0.00%	6.67%	8.33%	56.67%	28.33%
9.	When giving feedback my mentor comments on specific behaviors and	0.00%	8.33%	30.00%	41.67%	20.00%

	achievements					
10.	My mentor evaluates the effectiveness of the task and processes that I perform	0.00%	11.67%	18.33%	51.67%	18.33%
11.	My mentor praises me first when giving feedback	1.67%	8.33%	23.33%	45.00%	21.67%
12.	My mentor gives positive comments on my performance	0.00%	1.67%	11.67%	68.33%	18.33%
13.	My mentor gives negative comments on my performance	6.67%	20.00%	23.33%	43.33%	6.67%
14.	My mentor trusts, support and has genuine concern for my development	1.67%	1.67%	8.33%	63.33%	25.00%
15.	I feel accused of my teaching practice while I am getting feedback	16.67%	31.67%	31.67%	16.67%	3.33%
16.	My mentor criticizes my teaching when giving me feedback	3.33%	16.67%	23.33%	43.33%	13.33%
17.	My mentor concentrates on what I can change for better in the teaching practice	0.00%	0.00%	10.00%	71.67%	18.33%
18.	When giving feedback my mentor develop my awareness of the tool and material which can be used in the activities	0.00%	0.00%	23.33%	55.00%	21.67%

As it can be seen, Table 1 displays the data obtained from participants' response in selecting the statements of perception toward their mentor teachers' feedback. However, the results are better illustrated in Figure 1, 2, and 3 below which show the total of agreement, disagreement, and unsure of each statement.

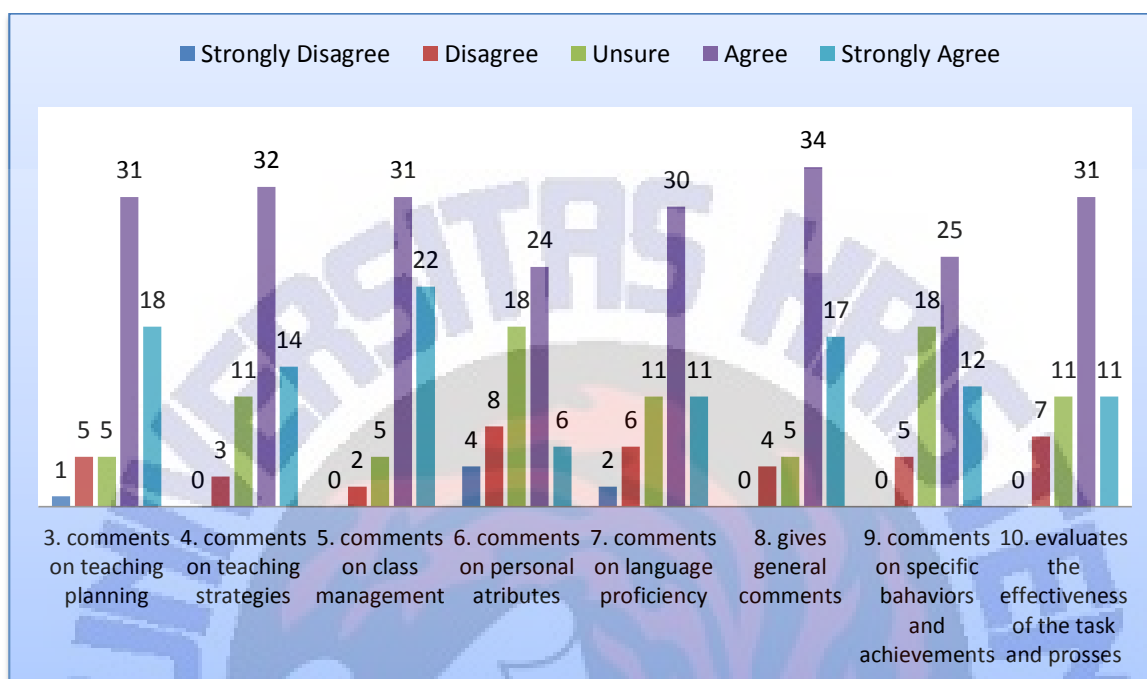
Figure 1. Student teachers' perception after receiving feedback.



The graphs above illustrate the student teachers' perception after receiving the feedback. The findings show 55 student teachers ('strongly agree' and 'agree') agree that the feedback they receive is useful and has helped them to reflect and there was no student teachers who disagree that mentor teachers' feedback is useful and helped to reflect. According to Hudson (2013), the purpose of feedback is to stimulate student teachers to reflect their teaching practice. By reflecting their practice, student teachers would know their strengths and weaknesses. Thus, it is true that feedback is important for student teachers' improvement in teaching competency. Then, 52 student teachers agree that they use the feedback in their practicum. While the percentage for disagreement is only 4 (6%) student teachers ('strongly disagree' and 'disagree') and 9 (14%) student teachers who are unsure whether it is useful or used in their teaching practicum or not, but it has showed that most of

the students perceived that mentor teachers' feedback is an influential tool for helping them reflect and improve their teaching skills (Ali & Al-Adawi, 2013).

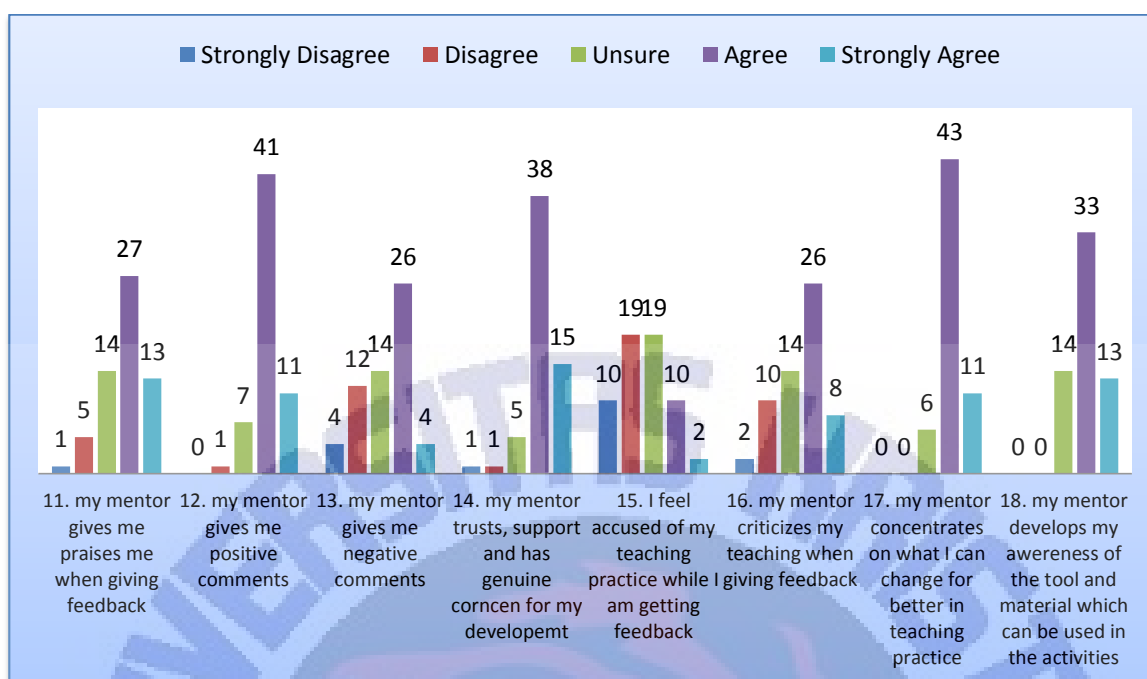
Figure 2. Student teachers' perception on detail of feedback.



The findings about student teachers' perception on detail of feedback show that most of the student teachers agree that they need to receive detailed feedback. According to Agudo (2016), the result of his previous study emphasized the importance of detailed feedback during teaching processes. It can be shown from statement 3 to 10, the graphs show higher score for agreement. For statement 3, 49 student teachers agree that their mentor teachers provide comments on teaching planning, and 5 student teachers are unsure, and 6 student teachers disagree. As for statement 4, 46 student teachers agree that their mentor teachers comment on teaching strategies, and 11 student teachers are neither agree nor disagree, and 3 student teachers disagree. In response to student teachers' perception about detailed feedback on class management, 33 student teachers agree, and 5 student teachers are neither agree nor disagree, and 3 others disagree. Considering statement 6, it is quite clear that 30 student teachers agree that they receive comments on personal attributes, but 18 student

teachers are unsure, and 12 student teachers disagree. It can be concluded that some mentor teachers did not really pay attention on student teachers' personal attributes. For statement 7, 41 student teachers agree that their mentor teachers provide comments on their language proficiency, and 11 student teachers are neither agree nor disagree, and 8 others disagree. Regarding statement 8, most of the student teachers (51) agree that they receive general comments from their mentor teachers, and only 5 student teachers are unsure, and 4 others disagree. For statement 9, 37 student teachers agree that they receive comments on specific behaviors and achievement, and 18 student teachers are neither agree nor disagree, and 5 others disagree. It shows that many mentor teachers still pay attention to student teachers' behaviors and achievements. Regarding to statement 10, 41 student teachers agree that their mentor teachers evaluate the effectiveness of the task and processes, and 11 student teachers are unsure, and 7 student teachers disagree. Therefore, based on the graphs of student teachers' perception on detail of feedback, most of the respondents agree that feedback should include comment on teaching planning, teaching strategies, class management, personal attributes, language proficiency, specific behaviors and achievement, and the effectiveness of the task and processes. It might be concluded that most of the student teachers agree that the mentor teachers need to give detailed comments. This conclusion is supported by Charles (2006) in his survey he found that detailed feedback has contribution in helping the students to improve their teaching performance. These findings also show that many mentor teachers only provide general comments in the feedback. In the contrary, the student teachers expect to get detailed feedback from their mentor teachers. It is supported by Ali and Al-Aldawi (2013) were in their previous study they found that 100% of respondent agreed that mentor teachers should include detailed comments on feedback.

Figure 3. Student teachers' perception on supportive or constructive feedback.



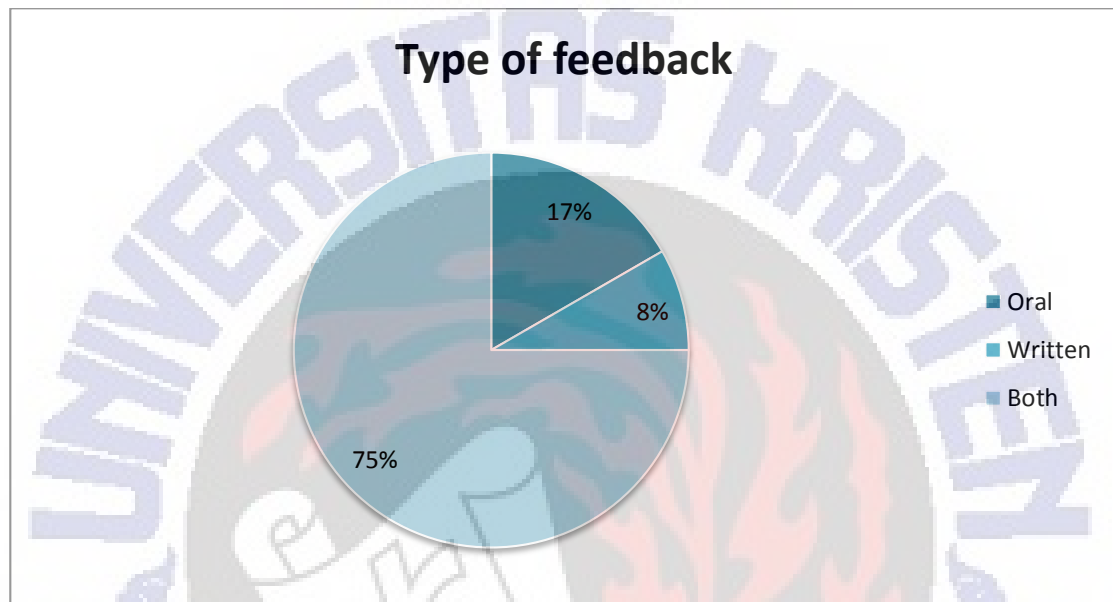
The findings about student teachers' perception on supportive or constructive feedback show higher score of agreement which indicates that most of the students agreed that they have received constructive feedback. It is supported by Agudo (2016) who argued that supportive or constructive feedback is an important aspect for preparing the student teachers to become professional teachers. For statement 11, 50 student teachers agree that their mentor teacher praise them first before giving feedback, and 14 student teachers are neither agree nor disagree, and 6 student teachers disagree. For statement 12, 52 student teachers agree that they received positive comment, and 7 student teachers are neither agree nor disagree, and only 1 student teacher who disagrees. It shows that most of mentor teachers realize that by giving positive comments, student teachers could keep their strengths and be more confident in teaching practice. It is supported by Pekkanli (2011) who argued that positive feedback could influence student teacher improvement of teaching competency. Additionally, there are 30 student teachers who agree of receiving negative comment from mentor teachers (statement 13), and 14 student teachers are unsure, and 16 student teachers disagree. It is quite clear that many students received negative comments on their feedback.

According to Hudson (2005), negative comments tend to make student teachers become less confident in their following performance. Moreover, as for statement 14, 53 student teachers agree that their mentor teachers trust, support and has genuine concern for their development, 5 student teachers who are unsure, and 2 others disagree. Regarding statement 15, only 12 student teachers agree that they feel accused of their teaching practice, and 19 student teachers are neither agree nor disagree, and 29 student teachers disagree. It shows that many student teachers did not feel criticized of their teaching performance. This finding is same with Agudo's (2016) study which showed the lowest score of student teachers (8.89%) felt accused of their teaching performance while they were getting feedback. It can be concluded that most mentor teachers give positive comment and avoid to give accusing comments to the student teachers. Furthermore, in response to student teachers' perception about whether their mentor teachers criticize or not, 36 student teachers agree, and 14 neither agree nor disagree, and 12 other disagree. This finding is different with Agudo's (2016) research which showed the lowest score of student teachers who receive criticism feedback. It can be assumed that mentor teacher in Indonesia especially, in Salatiga like to give criticism feedback to motivate the student teachers to improve their teaching competency skills. Statement 17 shows the higher number of respondents (54) who agree that their mentor teachers concentrate on what the student teachers can change for better teaching practice, and only 6 student teachers who are neither agree nor disagree. As for statement 18, 46 student teachers agreed that their mentor teachers develop their awareness of the tool and materials which can be used in the activities, and 14 student teachers are neither agree nor disagree. No one disagrees with statement 17 and 18. According to Moody (2009), there are four key elements for an effective teaching practicum, and one of the important elements is constructive feedback from mentor teachers. From Moody's statement, it can be concluded that constructive feedback is one of

important elements in feedback to make the student teachers be more confident in developing their teaching competency skills.

2. Which type of feedback that student teachers prefer to get?

Figure 4. Student teachers' preferred type of feedback.



The chart above illustrates the percentage of student teachers' preference on type of feedback. It shows that the majority of the student teachers which is 75% (45) prefer to get both type of feedback, and 8% (5) student teachers prefer to get written feedback, and 17% (10) students prefer to get oral feedback.

The qualitative data indicates that student teachers have different reasons of choosing the type of feedback which they prefer to get from their mentor teachers. The results show that 45 student teachers prefer to get both types of feedback because both type of feedback can complement each other. While written feedback could be checked any time, oral feedback could support further explanation. Student teacher 25 reported:

I prefer both. By oral feedback, I can direct clarify or ask if I am not satisfied with my mentor's feedback, while by written feedback I can keep it for reflection.

Additionally, some argue that oral feedback is clearer than written. Student teacher 13 said:

I prefer both. The written one is important for me to remember it again, but oral is also important because it is clearer than written one.

There are 10 students who prefer to get oral feedback. The reason is because they believe that oral feedback is more direct and support their discussion with mentor teacher. Thus, the student teachers could discuss, consult, and evaluate their performance to their mentor teachers. Moreover, by being given oral feedback, the student teachers could argue or express their idea, clarify, and also ask for detailed explanation directly to the mentor teacher. It is supported by Le and Vásquez (2011) who argued that feedback should be given by having interaction, thus student teachers could show their disagreement. Student teacher 3 argued:

I prefer oral because it gives me more detail explanation. I can consult or discuss and argue with the teacher if I don't agree.

Another reason of choosing oral feedback is because the student teachers feel that oral feedback is clearer and more understandable. Sometimes mentor teachers give unclear comments on the feedback. In oral feedback, the student teachers could listen to their mentor teachers' comment directly and know the tone and the mentor teachers' expression. Thus, the student teachers could not misunderstand and get clear explanation. According to student teacher 48:

I prefer oral. If it is oral feedback, I think the explanation of the feedback can be clearer. I can also ask if there is any confusion. In contrast, written feedback gives more confusion than oral feedback. I also think that written feedback is rarely read and people tend to just let them be.

There are 5 student teachers who prefer to be given written feedback to oral feedback because written feedback is easy to remember. Sometimes student teachers easily to forget their mentor teachers' comments, especially if the mentor teachers only give oral feedback. By being given written feedback, student teachers could read the mentor teachers' comment every time they forget. Student teacher 37 said:

I prefer written feedback so, I can read it again. Somehow, oral is easy to forget.

Student teacher 60 argued:

Written feedback. By looking written feedback, I will remember what I have to develop or improve. I also could remember what my strengths or weaknesses are.

Another reason of choosing written feedback is because it is easier to help student teachers to reflect their teaching practice. Student teacher 51 said:

Written, because I can learn and reflect by myself.

As seen in the respondents' response, both types of feedback are effective according to the students' perception and most of the student teachers appreciate by being given the feedback. It could be argued that both types are important because they support each other. It is supported by Ali and Al-Adawi (2016) in their previous research which indicated that both oral and written feedback are more effective and should be given to student teachers for their teaching practice.

CONCLUSION

This study aims to know the student teachers' perception toward mentor teachers' feedback during their teaching practicum and the type of feedback that student teachers prefer to get from their mentor teacher. The results of the study show that the majority of

the participants perceived mentor teachers' feedback is highly important. As can be seen from the usefulness of the feedback, almost all of the participants agreed that mentor teachers' feedback was useful and had helped them to reflect their teaching practice. The participants also agreed that mentor teachers should include detailed comments on the feedback, such as teaching planning, teaching strategies, class management, personal attributes, language proficiency, specific behaviors and achievement, and evaluate the effectiveness of task and processes that they perform. In addition, mentor teachers also needed to provide supportive or constructive feedback for preparing student teachers to become professional teachers. The constructive feedback could be in a form of praise before giving feedback, and giving positive and negative feedback which helps the student teachers to know their strengths and weaknesses. Besides, mentor teachers need to support student teachers' development, concentrates on what student teachers can change for a better teaching practice, and develops the student teachers' awareness of the tools and materials which can be used in the activities.

Furthermore, the findings of this study show that mentor teachers need to provide criticisms and suggestions on the feedback. This study also suggests that mentor teachers could increase the quality of the feedback by providing detailed and constructive feedback, and provide the clear feedback used simpler language to students. Agudo (2016) stated that student teachers like to expect more from mentor teachers who can give constructive and detailed feedback. It is because constructive feedback has positive effects for the student teachers, such as feeling more confident, while detailed feedback could help the student to improve their teaching competency skill as a professional language teacher. Since mentor teachers' feedback is very helpful to improve student teachers competency in teaching skills, the student teachers need to pay more attention to mentor teachers' feedback. By being given feedback, the student teachers could reflect on

their teaching practice and learn from their mistakes. Additionally, the researcher also suggests that student teachers and mentor teachers need to build good relationship during teaching practicum. A good relationship promotes good discussions when mentor teachers give the feedback. It can be begun with open communication (Strader, 2009).

The study also indicated that the student teachers agree that they received both types of feedback, written and oral feedback, from their mentor teachers. Most of the student teachers prefer to get both types of feedback because written and oral feedback could complement each other. While written feedback could be checked anytime, oral feedback could be directive and support any direct conversation between the student teachers and their mentor teachers. This finding is supported by Ali and Al-Adawi (2013) who argued that both oral and written feedback could help the student teachers to reflect their teaching performance. According to the student teachers' perception, it can be suggested that both types of feedback should be given by mentor teachers. By giving both types of feedback, student teachers could receive the benefits of each feedback. With written feedback, the student teachers can check the comments anytime when they need to reflect of their teaching practicum or when they forget the oral comments given by the mentor teachers, while with oral feedback, it promoted any conversation or discussion between the student teachers and their mentor teachers (Spiller, 2009). Thus, they could directly argue, ask, and clarify the comments.

The limitation of this study is that the researcher only distributed the questionnaire to 60 students in one particular college in Salatiga and did not conduct interviews to get depth result. Perhaps, future research studies can distribute questionnaires to more student teachers and conduct more-in depth interviews of a large number of participants involving, not only student teachers but also mentor teachers. Thus, the student teachers'

perception can be compares to the mentor teachers' perception of the feedback that they have given or should be given to the student teachers.



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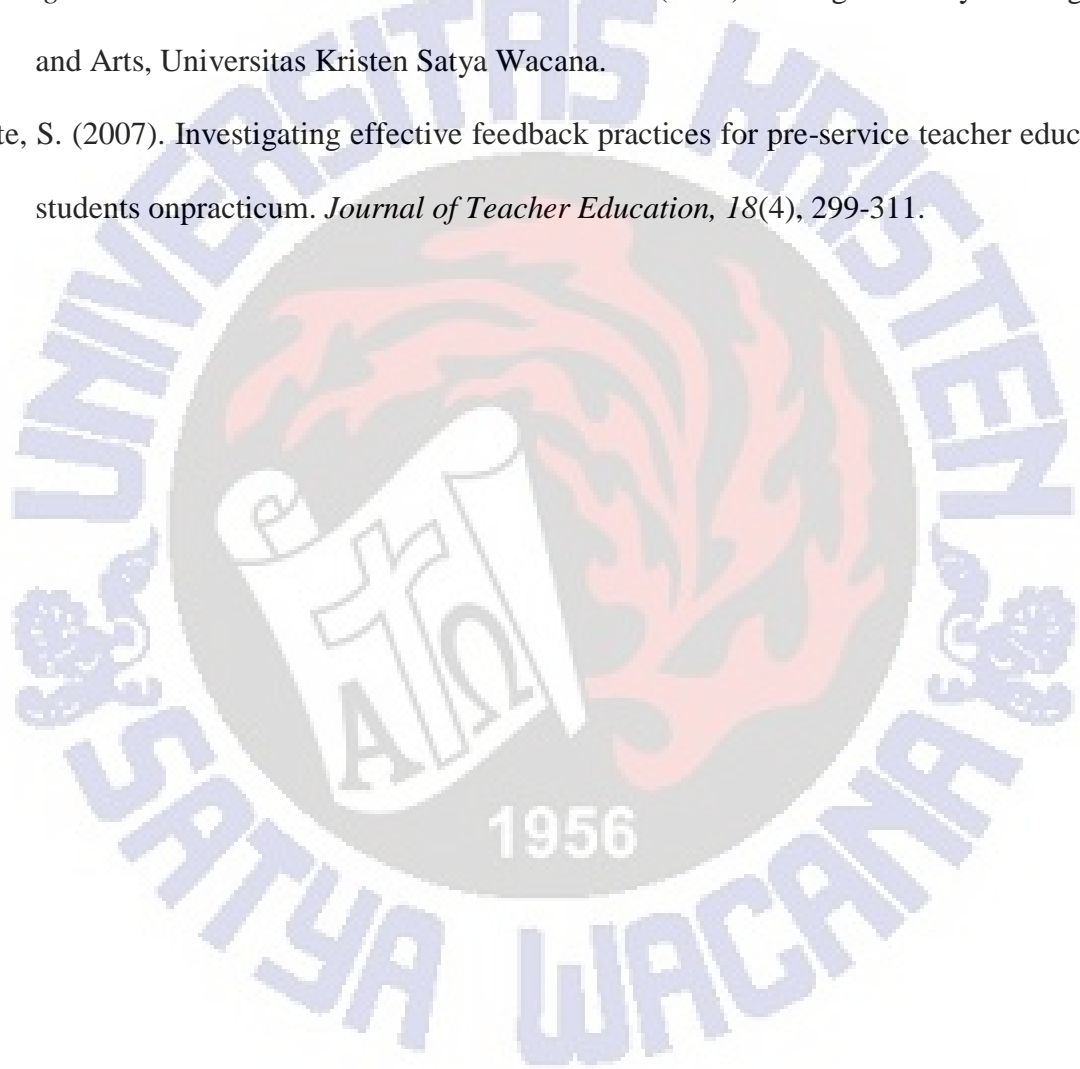
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APPENDIX

Questionnaire of Student Teachers' Perception toward Mentors' Feedback during Teaching Practicum

Dear friends,

In order to complete this study about “Student Teachers' Perception toward Mentors' Feedback during Teaching Practicum”, I need your help to fill in this questionnaire honestly based on your experience during teaching practicum. This questionnaire is to answer the research question: “What is student teachers' perception toward mentor teachers' feedback and which type of feedback that they prefer to get?” Your responses to the questionnaire will be kept confidential.

- I.** For each of the statements below, please indicate the extent of your agreement or disagreement by ticking (✓) the appropriate box. Where, **SD: Strongly Disagree, D: Disagree, U: Unsure, A: Agree, SA: Strongly Agree.**

Close-ended questionnaire: what is student teachers' perception toward mentor teachers' feedback?

No	Statements	SD	D	U	A	SA
19.	My mentor's feedback is useful and has helped me to reflect					
20.	I would use my mentor's feedback in my practicum					
21.	My mentor's feedback includes comments on teaching planning					
22.	My mentor's feedback comments on my teaching strategies					
23.	My mentor's feedback comments on class management					
24.	My mentor's feedback comments on my personal attributes					
25.	My mentor's feedback comments on my language proficiency					
26.	My mentor gives me general comments					
27.	When giving feedback my mentor comments on specific behaviors and achievements					
28.	My mentor evaluates the effectiveness of the task and processes that I perform					
29.	My mentor praises me first when giving feedback					
30.	My mentor gives positive comments on my performance					

31.	My mentor gives negative comments on my performance					
32.	My mentor trusts, support and has genuine concern for my development					
33.	I feel accused of my teaching practice while I am getting feedback					
34.	My mentor criticizes my teaching when giving me feedback					
35.	My mentor concentrates on what I can change for better in the teaching practice					
36.	When giving feedback my mentor develop my awareness of the tool and material which can be used in the activities					

II. Please answer the question below!

Open-ended questionnaire: which types of feedback that student teachers prefer to get?

19. What types of feedback do you prefer, written or oral or both? Give your reason!

III. Demographic information

NIM :

Age :

Sex : M / F

TP Site :